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ABSTRACT

This report presents a summary of South Carolina's utilization of Title I/Chapter 1 funds as an educational resource for educationally deprived children from 1981 through 1985. It also identifies those projects exhibiting the greatest gains in student achievement during 1985. During the five years studied, there were steady decreases in the following areas: (1) state allocation of funds; (2) number of students participating; and (3) personnel employed to serve Title I/Chapter 1 students. More students participated in reading activities than any other instructional activity, with heavy emphasis also on mathematics, a reflection of the state's continuing emphasis on the improvement of basic skills. The report briefly describes 14 Chapter 1 projects which exhibited significant gains at all grade levels served. (LHW)

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Chapter 1 as an Educational Resource in South Carolina

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Introduction

In 1965, Congress enacted the Elementary and Secondary Education Act (ESEA). The largest financial component of this act, Title I, was designed to provide financial assistance in order to meet the special educational needs of children who are educationally deprived and who reside in areas having high concentrations of children from low-income families. In 1981, Public Law 97-35, the Education and Consolidation Improvement Act, extended Title I type financial assistance to local educational agencies to meet the special needs of disadvantaged children and changed the Title I designation to Chapter 1 of the act. Even though Title I ESEA has been amended many times, its basic "declaration of policy," as most recently stated in Public Law 97-35 (Chapter 1), remains as follows.

> The Congress declares it to be the policy of the United States to continue to provide financial assistance to State and local educational agencies to meet the special needs of educationally deprived children, on the basis of entitlements calculated under Title I of the Elementary and Secondary Education Act of 1965 . . . Further, the Congress recognizes the special educational needs of children of low-income families, and that concentrations of such children in local educational agencies adversely affect their ability to provide educational programs which will meet the needs of such children.
>
> Section 552, Public Law 97-35

Title I/Chapter 1 has funded compensatory education services for South Carolina school children for twenty years. All children served are educationally deprived; Title I/Chapter 1 services attempt to provide the special assistance required to enable these youngsters to reach the educational achievement level appropriate for their ages.

This publication presents a summary of South Carolina's utilization of Title I/Chapter 1 funds as an educational resource for these specially identified children during the past five years, and identifies those projects exhibiting the greatest gains in terms of student achievement during FY 1985.

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Title I/Chapter 1 as an Educational Resource A State Summary

This report consists of several tables which are intended to illustrate the extent to which Title I/Chapter 1 as an educational resource has impacted on South Carolina.

State Allocation

Title I/Chapter 1 funds are distributed to each state according to a prescribed formula which is contained in the law. Basically, the funds reflect the number of low-income five-to seventeen-year-old children residing in each state at the time the latest decennial census is taken. Each school district receives its proportionate share of state funds based on the number of low-income students residing in the district according to the census.

The following chart shows the amount of Title I/Chapter 1 funds received annually by South Carolina school districts for the past five years.

1981	$54,042,535
1982	$52,278,631
1983	$49,713,053
1984	$47,892,499
1985	$46,953,347

Number of Students Participating

The intended beneficiaries of Title I/Chapter 1 are educationally deprived children who live in school attendance areas having high concentrations of low-income families. Eligible school attendance areas are identified and ranked on the basis of family income level. Those eligible school attendance areas with the highest percentages or numbers of educationally deprived children from low-income families are selected for Title I/Chapter 1 funding. Individual children within a selected school are eligible to be served on the basis of educational need. The selection of children to participate in the Title I/Chapter 1 program requires the completion of specific needs assessment activities to assure compliance with the law and to confirm that the children most in need of educational help are identified and served.

The following chart shows the number of students served by Title I/Chapter 1 for the past five years (duplicated count).

1981	127,662
1982	97,899
1983	85,973
1984	83,660
1985	74,978

Participants by Instructional Category

The chart below indicates that during the past five years more students have participated in reading activities than in any other instructional activity, with heavy emphasis also on mathematics. These facts reflect the state's continuing emphasis on the improvement of basic skills.

	1981	1982	1983	1984	1985
Prekindergarten and Kindergarten	3,057	3,041	2,618	2,071	1,484
Other—Readiness	3,926	6,501	5,536	7,960	4,403
English, Reading/English, Other Language Arts	68,237	49,836	42,828	42,117	38,597
Mathematics	49,385	36,353	33,804	31,371	28,268
Special Activities for Handicapped	2,937	2,075	950	0	0
Other Instructional Activities (Neglected and Delinquent, Tuitions)	120	93	237	141	2,226

Personnel Employed To Serve Title I/Chapter 1 Students

Summary data indicating the number of teachers, aides, and other professionals employed with Title I/Chapter 1 funds during the past five years reveal the human resources aimed at educationally deprived students and help illustrate the role of Title I/Chapter 1 funds as an educational funding source for these children in the state's 92 school districts.

Number of Professionals and Paraprofessionals Employed

(Supervisors, Counselors, Evaluation Specialists, Administrators, Clerical Aides)

1981	603
1982	532
1983	471
1984	444
1985	404

Number of Teachers Employed

1981	1,667
1982	1,311
1983	1,152
1984	1,165
1985	1,154

Number of Aides Employed

1981	2,320
1982	1,796
1983	1,575
1984	1,396
1985	1,265

Budget Funds by Type of Service*

This table illustrates budgeted funds by service category and totals for fiscal years 1981-1985. The data provided in this table indicate the extent to which the state's 92 school districts have directed Title I/Chapter 1 funds and resources toward instructional activities.

Type of Service	FY 1981	FY 1982	FY 1983	FY 1984	FY 1985
Instructional Expenditures	$43,626,659	$38,009,334	$36,729,521	$35,982,668	$39,393,210
Supportive and Administrative Services	$ 5,223,466	$ 5,411,275	$ 5,320,834	$ 5,088,895	$ 4,639,539
Other (i.e., fixed charges, indirect costs, portable units)	$ 9,981,834	$10,441,761	$ 9,751,652	$ 9,938,421	$11,368,329
Total	$58,831,959**	$53,862,370**	$51,802,007**	$51,009,984**	$55,401,078**

*Data derived from the June Title I/Chapter 1 progress reports.
**Includes carry-over from previous year.

Program Effectiveness

The effectiveness of Chapter 1 reading and mathematics programs in South Carolina is judged on the basis of a norm-referenced evaluation model that was promulgated by the United States Office of Education under Title I of the Elementary and Secondary School Act. The model uses standardized achievement test scores. Children are given a pretest either before or soon after they enter a Chapter 1 program and are given a post-test toward the end of the program year. The actual post-test performance level is compared with the performance level that would have been expected if the children had not received special Chapter 1 instructional service.

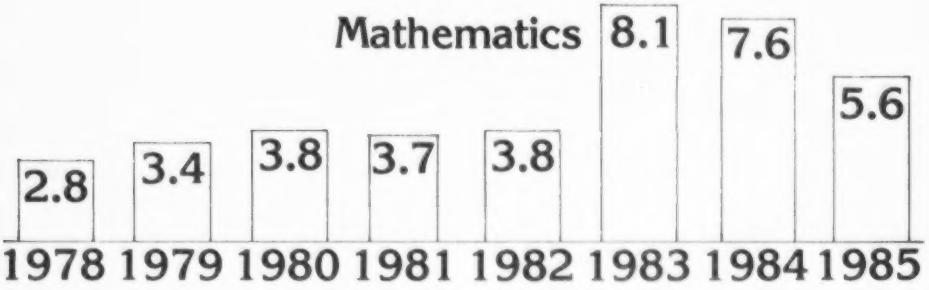
Achievement gains are expressed in Normal Curve Equivalent (NCEs). The expected NCE gain for children in regular instructional programs is zero. Any positive NCE gain for Chapter 1 children, therefore, may be attributed to the special treatment that the Chapter 1 program provided.

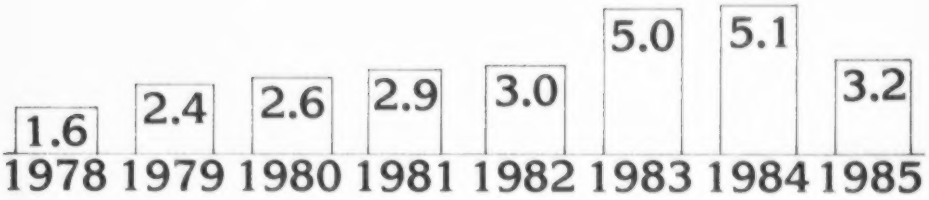
The graphs shown represent the NCE gains for Chapter 1 reading and mathematics programs in South Carolina for the nine-year period from 1977 to 1985. During the first six of those years, the programs were Title I programs, and the test data on which the NCE gains were based were taken almost exclusively from Form S of the *Comprehensive Tests of Basic Skills (CTBS)*. Hence, a comparison across those years was appropriate, and the data indicated that the effectiveness of the program tended to improve.

Beginning with the 1983 program year, several changes took place that make inappropriate a comparison of the NCE gains of 1983, 1984, and 1985 with those of prior years.

1. The Statewide Testing Program test was changed in 1983 from *CTBS*, Form S, to *CTBS*, Form U. This change necessitated the use of Form S scores for the pretest and Form U scores for the post-test.
2. Also beginning with the 1983 project year, in an effort to reduce the testing burden on the districts, the Office of Federal Programs permitted the use of the state norms in the evaluation of the Chapter 1 program. The relationship between NCE gains based on national norms and those based on state norms has not been established.
3. In 1984, the testing dates were shifted to earlier times of the year, allowing for somewhat less time for program effects to influence the test scores.
4. Until 1985, the evaluation model that uses state norms did not permit the evaluation analysis to include students who were repeating a grade. Students repeating a grade typically exhibit smaller NCE gains than do regular students.
5. In 1985, the Education Improvement Act compensatory and remedial programs were in operation for the first time. One of the apparent results of the EIA programs was to cause the children served by Chapter 1 to be higher achievers at the time of the pretesting than those who had been served in earlier years. The model used to evaluate the Chapter 1 program tends to show larger gains for children who are very poor achievers at the time of pretesting than for children whose pretest achievement is higher.

Title I/Chapter 1 NCE Gains





Services Provided for Parents

Another view of the total Title I/Chapter 1 effort in South Carolina is reflected in the participation of parents in the projects designed for their children. This chart illustrates the number of parents involved each year over a five-year period.

1981	8,678
1982	7,697
1983	5,683
1984	6,893
1985	7,124

Exhibiting the Chapter 1 "Programs That Work"

The South Carolina Department of Education held its fourteenth annual Education Fair on February 27, 1986. Projects featuring a variety of educational programs providing solutions to critical educational needs in local school districts were exhibited. The Chapter 1 Basic Grants Section of the Office of Federal Programs selected twelve Chapter 1 projects for inclusion. Each of these projects exhibited significant gains at all grade levels served. Local school district personnel who have a responsibility in the development and implementation of Chapter 1 programs, local school district administrative personnel, and members of Chapter 1 parent advisory councils were invited to view the exhibits. Nearly 1,000 visitors were provided an introduction to these "Programs That Work."

Viewing programs that work elsewhere can often provide possible answers to challenges that previously may have seemed unique. The ED FAIR exhibits provide initial exposure plus an opportunity for each visitor to talk with personnel involved in implementation.

In order to provide greater visibility to these promising educational practices, each has been briefly described. Each description follows a similar format that offers a concise view and comparative information. In view of demonstrated effectiveness in meeting local Chapter 1 program needs, these summaries are presented in an attempt to provide a resource for ideas, to offer an array of potential solutions, and to stimulate districts to include in their planning a review of other successful Chapter 1 programs.

Reading

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District	Dillon 2
Activity	Reading
Grades Served	4-6
NCE Gain	4.0
Students Served	180
Number of Teachers	3
Number of Aides	3
Adult-Student Ratio	1:15
Amount of Supervision	.25
Programs of In-service	13
Delivery System	Pull-Out (Lab)
Cost Per Student	$438.00

Kinds of Instructional Materials and Supplies

A. Hoffman Reading System
B. Rainbow
C. CTB/McGraw-Hill Basis Kits
D. EDL Combo
E. Dukane Response AV Matic Projector
F. Teacher made manipulatives and aids

Program Description

The Dillon 2 Chapter 1 Reading Program for grades 4-6 addresses each student's specific skill needs utilizing daily task "prescriptions" identified through diagnostic testing, Chapter 1/classroom teacher consultations, and constant monitoring of students' daily work. As each student works through his prescription he uses a variety of challenging multisensory materials and equipment to increase his skill competency. This well planned classroom management system enhanced by student-appealing motivational plans (i.e. "GO for the GOLD") and coupled with determined and caring teachers is a sure formula for success.

District	Dillon 3
Activity	Primary Reading
Grades Served	1-3
NCE Gain	6.8
Students Served	94
Number of Teachers	2
Number of Aides	0
Adult-Student Ratio	1:12
Amount of Supervision	.2
Programs of In-service	10
Delivery System	Laboratory (Extended Pull-Out)
Cost Per Student	$488.00

Kinds of Instructional Materials and Supplies

Hoffman Reading System; Bamell-Loft; Macmillan Tutorial Program; SRA Reading Laboratory; Dictionaries; Walt Disney Story Cassettes; SPARK (Systematic Practice for Achieving Reading Knowledge); South Carolina Word List; Teacher-made manipulatives and aids.

Program Description

The participants in this activity receive instruction in regular reading classes and in Chapter 1 classes. Goals and objectives are extracted from the district curriculum guide which includes the state objectives.

The Laboratory approach is used in this activity.

Initial instruction is provided by the regular teacher. In the Laboratory instruction is followed by the Chapter 1 teacher according to skill needs as determined by diagnosis and coordination with the regular teacher. Continued assessment is done through end of level test.

District	Lexington 2
Activity	Foundational Reading
Grades Served	1-3p
NCE Gain	11.3
Students Served	508
Number of Teachers	0
Number of Aides	29 (14.5 FTE)
Adult-Student Ratio	1:5
Amount of Supervision	—
Programs of In-service	4
Delivery System	Floating Aide
Cost Per Student	$516.85

Kinds of Instructional Materials and Supplies

Supplementary materials to *Houghton-Mifflin* and *Economy* basal series, reading kits and games, and teacher and tutor-made materials.

Equipment includes language masters, Alphator, Alphaspell, "Charlie," tape recorders, and Apple IIe computers.

Program Description

Participants remain in regular classrooms and receive initial reading instruction from the classroom teacher. Each child then receives at least 30 minutes of follow-up instruction from a floating aide. The tutoring is given within the classroom in a small-group or individual setting. The classroom teacher is responsible for each pupil's progress and the supervision of the floating aide.

District	Lexington 3
Activity	Elementary Reading
Grades Served	2-5
NCE Gain	3.7
Students Served	120
Number of Teachers	3
Number of Aides	0
Adult-Student Ratio	1:8
Amount of Supervision	.2
Programs of In-service	5
Delivery System	Special Class
Cost Per Student	$449.70

Kinds of Instructional Materials and Supplies

Supplemental Readers: Encore Series by Scott Foresman.

Kits: SRA Skills Kits, SRA Reading Laboratory, SRA Listening Skills Builders, Barnell-Loft Specific Skills Series, Clues for Better Reading.

Machines: Language Master, Rainbow, "Charlie," Speak and Spell, Speak and Read, and cassette recorders with accompanying materials.

Duplicating Books and Workbooks: Variety including Frank Schaffer, Taskmaster, Reader's Digest Skill Builders, Carson-Delosa and Disney to name a few.

Teacher Made Materials: Games, file folder activities, task cards, envelope activities, charts, posters, etc.

Program Description

The Chapter 1 Reading Program in Lexington 3 provides differentiated instruction from that provided by the regular classroom teacher following the same scope and sequence of skills. The district's basal reading series, Holt and Houghton-Mifflin, and BSAP requirements are utilized to provide a diagnostic-prescriptive approach to reading instruction. The Chapter 1 instruction is held in a specially designated classroom with one certified teacher. Each class is organized to include teacher directed activities, independent activities, follow-up activities, periodic evaluation, and reteaching or reinforcement activities.

Selection to participate in the Chapter 1 Reading Program is based on BSAP/CTBS test results and teacher judgment of achievement level in relation to age-grade peers. Placement in the Chapter 1 classroom is based on BSAP/CTBS tested results, reading instructional level, results of the basal management tests, and the regular classroom placement of the student.

District	Marion 2
Activity	Secondary Reading
Grades Served	7-10
NCE Gain	10.5
Students Served	120
Number of Teachers	2
Number of Aides	2
Adult-Student Ratio	1:15
Amount of Supervision	.14
Programs of In-service	2
Delivery System	Special Class
Cost Per Student	$492.04

Kinds of Instructional Materials and Supplies

Dictionaries, electronic learning machines, supplementary reading books, resource books for teachers, cassette tapes, computer programs, games, and globes.

Program Description

The state BSAP objectives and the scope and sequence of the Scholastic Action Readers form the basis for the Chapter 1 reading at the junior high school.

The state BSAP objectives, and the scope and sequence of the newly adopted remedial reading materials, the Globe Kit, and the Harcourt "Journeys" program are used in the high school.

The students are grouped by grade level and then achievement level in terms of CTBS total reading scores. Students are grouped by skill needs within the classes after diagnostic testing. The students at the junior high school level take reading during study hall. At the high school reading is taken in addition to English as an elective. The aide works under the supervision and direction of the regular classroom teacher who is in charge of the class. The teacher assigns follow-up activities related to specific skill needs for the aide to supervise.

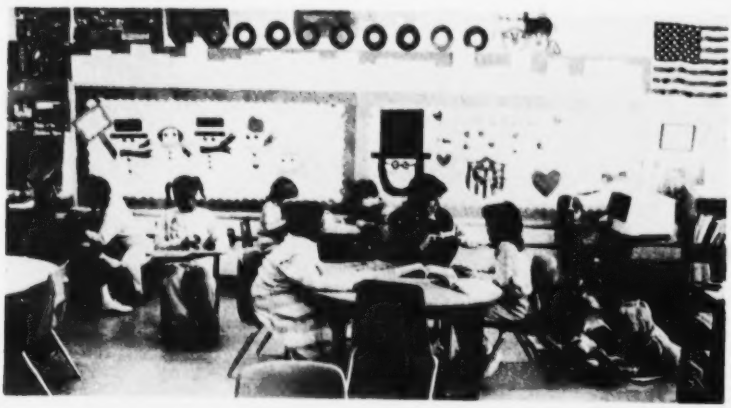
District	Oconee
Activity	English-Reading Elementary Special
Grades Served	2-5
NCE Gain	16.2
Students Served	316
Number of Teachers	5
Number of Aides	5
Adult-Student Ratio	1:12
Amount of Supervision	.2
Programs of In-service	7
Delivery System	Special Class
Cost Per Student	$511.14

Kinds of Instructional Materials and Supplies

Supplementary reading and writing materials
- Keytext (Economy)
- Spotlight on Writing
- Skillbooks (Merrill, Steck-Vaughn, Barnell-Loft)
- Take-Home Readers
- Games for specific objectives
- Records, tapes for comprehension

Programs
- Tutorette, "Charlie," and Audio Reading Progress Lab
- System 80, Bill Martin Read Alongs, Clues

Kits
- SRA
- Power Reading
- BEA



Program Description

The Chapter 1 teachers use the Keytext basal and other supplementary materials to reinforce the Houghton-Mifflin skills after the regular teacher has introduced them. The second graders are an exception. We get better results when the Chapter 1 teacher uses the Keytext basal in its entirety. A checklist is maintained for the BSAP objectives as they are taught to insure that all of them are taught.

Students have a take-home reader to practice reading each day.

We use the Classroom Reading Diagnosis System, the Houghton-Mifflin Reading Card, state testing results and teacher-made tests to complete an IEP for each student.

For parent involvement, we send home each month a calendar of activities which the child and parents can do together.

District	Spartanburg 5
Activity	Elementary Reading
Grades Served	1-6
NCE Gain	5.7
Students Served	191
Number of Teachers	4.5
Number of Aides	0
Adult-Student Ratio	1:7
Amount of Supervision	.5
Programs of In-service	10
Delivery System	Special Class
Cost Per Student	$601.00

Kinds of Instructional Materials and Supplies

Magic markers, manila folders, construction paper, Sprint magazines, paperback classroom libraries, skill booklets.

Program Description

Spartanburg 5's Chapter 1 Elementary Reading Program is a limited pull-out project, serving five elementary schools. Participating students in grades one through six receive 45 minutes of Chapter 1 reading instruction daily. In addition to the Chapter 1 program, students receive reading instruction from the regular classroom teacher.

Five Chapter 1 (4.5 FTE) teachers each serve a maximum of 42 students daily. The Chapter 1 reading period is used to teach reading skills from a basal reader, from individualized materials, and from teacher-made activities. Instructional groups vary in size in a Chapter 1 reading class. The Chapter 1 reading teacher provides instruction to the total group, to a small group, and to individuals. There is a major focus in all Chapter 1 classrooms on learning centers and group seatwork for practice and reinforcement. All of the teachers maintain classroom libraries of high-interest, low-level paperbacks to encourage students to read for pleasure.

Emphasis is placed on composition skills. The language-experience approach is used for some individuals.

District five educators believe that the key to a successful Chapter 1 program is well-trained, competent teachers supported by well-informed principals. All Chapter 1 reading teachers are required to obtain the necessary courses in remedial reading to be certified as South Carolina reading teachers.

District	Williamsburg
Activity	Floating Aide - Reading
Grades Served	4-6
NCE Gain	3.7
Students Served	804
Number of Teachers	0
Number of Aides	33.5
Adult-Student Ratio	1:6
Amount of Supervision	0.2
Programs of In-service	5
Delivery System	Floating Aide
Cost Per Student	$375.00

Kinds of Instructional Materials and Supplies

Basal text supplemental materials, reading kits, tapes, filmstrips, games, teacher-made materials, Weekly Readers, newspapers and supplies.

Program Description

Chapter 1 Floating aides work with identified Chapter 1 students under the supervision and direction of one or more regular classroom teachers. The regular teacher provides all teacher directed instruction in reading on a daily basis. Each participant receives 20-30 minutes of individual or small group help from the Chapter 1 aides. The classroom teacher is responsible for each student's progress and for the supervision of the aide.

Math

District	Dillon 2
Activity	Mathematics
Grades Served	4-6
NCE Gain	8.4
Students Served	180
Number of Teachers	3
Number of Aides	3
Adult-Student Ratio	1:15
Amount of Supervision	.25
Programs of In-service	13
Delivery System	Pull-Out (Lab)
Cost Per Student	$438.00

Kinds of Instructional Materials and Supplies

A. Hoffman Mathematics System
B. Combo 8
C. Rainbow
D. Classmate 88
E. CTB/McGraw-Hill Basis Kits
F. Dukane Response AV Matic Projector and the Funshine Kids in Great Math Adventures
G. Teacher made manipulatives and aids

Program Description

The Dillon 2 Chapter 1 Math Program for grades 4-6 addresses each student's specific skill needs utilizing daily task "prescriptions" identified through diagnostic testing, Chapter 1/classroom teacher consultations, and constant monitoring of student's daily work. As each student works through his prescription he uses a variety of challenging multisensory materials and equipment to increase his skill competency. This well planned classroom management system enhanced by student-appealing motivational plans (i.e. "GO for the GOLD") and coupled with determined and caring teachers is a sure formula for success.

District	Lexington 2
Activity	Foundational Math
Grades Served	1-3
NCE Gain	13.0
Students Served	484
Number of Teachers	0
Number of Aides	29 (14.5 FTE)
Adult-Student Ratio	1:5
Amount of Supervision	—
Programs of In-service	4
Delivery System	Floating Aide
Cost Per Student	$516.85

Kinds of Instructional Materials and Supplies

Materials used are supplementary activities to the *Macmillan* and *Heath* basal series, manipulatives, math kits, games, and teacher- and tutor-made activities.

Equipment includes Digitors, "Charlie," and Apple IIe computers.

Program Description

Participants remain in regular classrooms and receive initial mathematics instruction from the classroom teacher. Each child then receives at least 30 minutes of follow-up instruction from a floating aide. The tutoring is given within the classroom in a small-group or individual setting. The classroom teacher is responsible for each pupil's progress and the supervision of the floating aide.

District	Marion 2
Activity	Secondary Math
Grades Served	7-10
NCE Gain	10.5
Students Served	105
Number of Teachers	2
Number of Aides	2
Adult-Student Ratio	1:13
Amount of Supervision	0.21
Programs of In-service	2
Delivery System	Alternate Class
Cost Per Student	$544.97

Kinds of Instructional Materials and Supplies

1. Harcourt Brace Janovich Basal Math Series
2. Workbooks
3. Manipulatives
4. Kits
5. Games

Program Description

The district math card is used to plot student progress. Each student is tested at the beginning of the year to determine entry level.

Individual, small group, and large group instruction is used to enhance learning. Models are used to insure conceptualization. Praise and awards are used to better individual self-concepts and performance in the classes. Parent involvement is an intergal part of the activity.

Math instruction is based on the adopted basal text for grades 7-10 and guided by the scope and sequence for these texts. Additional guidance is given by BSAP objectives.

District	Orangeburg 3
Activity	Elementary Math
Grades Served	1-4
NCE Gain	14.6
Students Served	224
Number of Teachers	4
Number of Aides	4
Adult-Student Ratio	1:6
Amount of Supervision	.5
Programs of In-service	5
Delivery System	Special Class
Cost Per Student	$500.00

Kinds of Instructional Materials and Supplies

Workbooks, games, manipulatives, filmstrips, consumable skillbuilders.

Program Description

All students receive instruction from the regular mathematics teachers to meet the State Defined Minimum Program requirements. In addition to instruction from the regular teachers, Chapter 1 students receive instruction for at least 30 minutes per day for 5 days per week from Chapter 1 paid teachers and aides in a special class setting.

A systematic instructional management plan is used. Teachers use a diagnostic/prescriptive approach to identify students' strengths and weaknesses. The Stanford Diagnostic Mathematics Tests are administered at the beginning of the year, and a district-made diagnostic test is administered twice a year. The results of these tests are used to help prescribe appropriate tools for remediation and to group for instruction according to individual needs.

Students are placed on appropriate levels in a basal mathematics series. A variety of criterion-referenced supplementary materials, equipment, and manipulative devices are also used. Individual and small group instruction is given by teacher and aide teams who work with 6-8 students per period.

District	Orangeburg 3
Activity	Middle School Math
Grades Served	4-6
NCE Gain	9.3
Students Served	206
Number of Teachers	3.5
Number of Aides	3.5
Adult-Student Ratio	1:6
Amount of Supervision	.5
Programs of In-service	5
Delivery System	Special Class
Cost Per Student	$500.00

Kinds of Instructional Materials and Supplies

Workbooks, games, manipulatives, skill builders, video tapes.

Program Description

All students receive instruction from the regular mathematics teachers to meet the State Defined Minimum Program requirements. In addition to instruction from the regular teachers, Chapter 1 students receive instruction for at least 30 minutes per day for 5 days per week from Chapter 1 paid teachers and aides in a special class setting.

A systematic instructional management plan is used. Teachers use a diagnostic/prescriptive approach to identify students' strengths and weaknesses. The Stanford Diagnostic Mathematics Tests are administered at the beginning of the year, and a district-made diagnostic test is administered twice a year. The results of these tests are used to help prescribe appropriate tools for remediation and to group for instruction according to individual needs.

Students are placed on appropriate levels in a basal mathematics series. A variety of criterion-referenced supplementary materials, equipment and manipulative devices are also used. Individual and small group instruction is given by teacher and aide teams who work with 6-8 students per period.

District	Sumter 2
Activity	High School Math
Grades Served	9-11
NCE Gain	8.3
Students Served	450
Number of Teachers	9
Number of Aides	0
Adult-Student Ratio	1:12
Amount of Supervision	.5
Programs of In-service	16
Delivery System	Alternate
Cost Per Student	$344.45

Kinds of Instructional Materials and Supplies

The district's basal text serves as the core of the Chapter 1 mathematics program and is supplemented with the Diagnostic Mathematics Inventory instructional materials, media-materials, multi-level kits, games, calculators, workbooks and teacher made activities to remediate deficiencies.

Program Description

The eligible students are rank-ordered according to needs and then selected for participation utilizing the criteria established by the Chapter 1 Section of the State Department of Education. Following admission into the program, each participant is administered the Diagnostic Mathematics Inventory. The results are used to identify areas needing remediation, reinforcement, and/or enrichment, to provide a basis for developing individualized programs, and to aid in ascertaining the degree and level of individual progress.

The district's basal text serves as the core of the instructional program. It is supplemented with Diagnostic Mathematics Inventory instructional materials, multi-level kits, media materials, workbooks, calculators, and a wide range of teacher-made materials.

Nine teachers provide instruction in the classrooms using the "alternate instructional" approach. A Mathematics Coordinator assists the teachers in providing appropriate compensatory mathematics instruction and a learning environment in which students can master the fundamental skills based on their individual needs. All Chapter 1 personnel are certified in elementary education and/or mathematics.

The instructional cycle for individual success involves diagnosis, multi-prescriptions, evaluation, and recycling for continuous progress. Continuous utilization of this cycle combined with an excellent instructional staff makes success of this program a reality.